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ABSTRACT

The Developmental Speech Sequence Model (DSSM), based on a developmental approach designed to overcome deficiencies in public speaking, offers students guidelines for speech delivery but not at the expense of spontaneity. While some approaches provide step-by-step direction or are more abstract, the DSSM builds developmentally through a series of sequential steps. The DSSM can be used for both informative and persuasive speaking, and can be adapted and used in different contexts. For example, the educational system in the People's Republic of China does not emphasize creativity and independent thinking nearly as much as does the American educational system. However, the DSSM was used effectively at Northern Jiaotong University, a school emphasizing technical education. The primary modification in this situation involved more lengthy explanations for each step of the process and what students needed to do to meet the speech objectives. This approach was especially developmental as it not only provided direction for effective speechmaking, but it also helped students develop their application of original ideas. (MM)

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USING THE DEVELOPMENTAL SPEECH SEQUENCE MODEL FOR PUBLIC SPEAKING INSTRUCTION IN TECHNICAL EDUCATION: A CROSS-CULTURAL APPLICATION WITH STUDENTS IN THE UNITED STATES AND PEOPLE'S REPUBLIC OF CHINA

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USING THE DEVELOPMENTAL SPEECH SEQUENCE MODEL FOR PUBLIC SPEAKING INSTRUCTION IN TECHNICAL EDUCATION: A CROSS-CULTURAL APPLICATION WITH STUDENTS IN THE UNITED STATES AND PEOPLE'S REPUBLIC OF CHINA

Developmental education has been used in a variety of disciplines in higher education. Application within the context of this paper deals with public speaking instruction but this application has parallels with other areas of instruction as well. This paper emphasizes a developmental education approach used in the United States and provides an example where this approach was applied in another culture.

At the outset, it is helpful to clarify differences between remedial versus developmental education. Roueche and Wheeler state the objective of remedial programs is to remove "student deficiencies in order that the student may enter a program which he was previously ineligible." Whereas developmental programs focus on "skills and attitudes and may not have anything to do with making a student eligible for another program."[1]

Patricia Cross buildson this in terms of purpose. "If the purpose of the program is to overcome deficiencies" the program is remedial. If the purpose of the program is to "develope the diverse talents of students, whether academic or not . . ." it is a developmental program.[2] In more general terms, according to the National Association for Developmental Education, developmental education is a "professional speciality concerned with promoting educational opportunity, academic skills development, and educational efficiency in postsecondary education."[3]

The author wishes to emphasize his focus is on developmental programming (rather than remedial programming) in public speaking

instruction. Much of his research has been drawn from areas outside of public speaking instruction (such as math, english, and language instruction) and thus should have relevance with other areas in addition to the speech discipline.

Developmental education has been emphasized and studied in a variety of academic settings. Such analysis has served to better define the role of developmental education. Roueche and Snow did a relevant study in this area when they described and compared developmental programs in two and four year colleges. Their objective was to "shed light on the characteristics of highly successful programs" and to "discover what is being done and how well it is being done." Their study produced nine descriptive categories of importance within developmental education: 1) context, 2) philosophy, 3) rationale, 4) placement of students, 5) organizational structure, 6) support services, 7) curriculum, 8) staffing, and 9) evaluation.[4]

Roueche and Snow describe their study in a book entitled Overcoming Learning Problems. They summarized and synthesized their findings with similar research efforts and found three general areas which are central to the developmental education process: 1) the teacher is the key, 2) supportive services are vital for success, and 3) proper organizational support is essential for effective programs.[5]

The teacher (first area) is the most influential aspect of the developmental process since he/she decides what is to be learned. "Content selection can be the most powerful incentive to student motivation and significant learning."[6] Another important decision made by the teacher is how the subject matter will be taught. Students should know what is expected of them. This concern emphasizes four

propositions: A) the student's ability to act, B) the psychological-social learning situation, C) a payoff, and D) the student's evaluation of the payoff.[7]

There is an overwhelming acknowledgement of the importance of teachers being genuinely concerned with their students as human beings. Learning student names exemplifies an approach in this area. That is, showing interest in them as people, not just as students. "Good human involvement with learners was a real key to getting students motivated and trying in college."[8]

For the purpose of this paper the other two areas should be mentioned but do not warrant description. Supporitve services (second area) includes counselors, peer helpers and the learning center. Proper organizational support (third area) stresses the role of having an individual division of developmental studies, public relations & recruitment, simplified registration & orientation and staff development.[9]

The National Association for Developmental Education has produced a report entitled "Is Developmental Education Working? An Analysis of Research." This report describes general trends which exist in developmental education. The impact of developmental emphasis is evidenced in the following trends noted in the report: 1) Underprepared students who participate in basic skills courses tend to show greater measureable gains in skill development than similar students who do not participate in such courses.[10] 2) Underprepard students who participate in developmental programs are frequently retained at higher rates than better prepared students with superior admissions credentials.[11] 3) Those programs which showed the greatest gain scores, GPA improvement,

and retention also tended to be comprehensive in scope, mission, and service.[12]

Boylan studied the degree to which students who have completed developmental courses are successful in regular courses. His investigation of students enrolled in english, mathematics, and speech developmental courses found that "the grades of these students in the next level of courses in these subject areas were higher than those of similar students who did not participate in the developmental program."[13]

Regarding actual instructional practices within developmental programs, Roueche and Snow stress instructional methods must be systematic in concept.

> Instructional methods should be built around developmental notions of sequencing the curriculum from the most simple behavioral objectives . . . . Instructional objectives which specify what the student will be able to do, under what conditions, and at what criterion level are the heart of instructional clarity.[14]

The author recognizes the terms developmental and sequencing to be especially important.

The author is an assistant professor of speech and has used the developmental education approach to construct a model for use by his public speaking students. He has used a variety of models for teaching public speaking and for the past four years has been successfully using this model. The Developmental Speech Sequence Model, named as such due to its developmental approach, offers students guidelines for speech delivery but not at the expense of spontaneity.

There are many types of textbooks and approaches which profess

a variety of ways to teach public speaking. Some approaches provide step-by-step direction while others are more abstract. The author has found the Developmental Speech Sequence Model (DSSM) to be beneficial as it builds developmentally through a series of sequential phases. This approach would be appropriate for the teaching of any type of self expression.

Two primary speeches in the basic public speaking course are the speech to inform and the speech to persuade. The DSSM can be used as a model for both of these speeches. The objective in the using the DSSM is to give the students coherent guidelines to prepare their speeches but not at the expense of creativity.

The following provides a Speech to Inform outline using the DSSM.

INTRODUCTION

I. OPENING ("Good afternoon. My name is...")

II. OBJECTIVE OF SPEECH ("The objective of my speech to inform is to inform you...")

III. OVERVIEW ("The main points I will cover in my speech to inform are...")

BODY

IV. CLARIFY IMPORTANCE OF TOPIC (Why should the audience be interested in your topic?)

V. MAIN IDEA: INFORM THE AUDIENCE ABOUT YOUR TOPIC (This is the main part of your speech.)

VI. STATEMENT OF SOURCES (Tell us the primary sources of information you used in preparing your speech. How do you know what you know about the topic?)

VII. SOURCES THE AUDIENCE CAN REFER TO (How can the audience learn more about your topic?)

CONCLUSION

VIII. REVIEW ("The main points I have covered in my speech to inform are...")

IX. RESTATEMENT OF OBJECTIVE ("The objective of my speech to inform has been to inform you...")

X. CLOSING

Again, the goal is to provide the student adequate guidance to successfully meet objectives but not at the expense of creativity. This outline can be used as a base for questions/answers and clarification regarding the assignment.

The following Speech to Inform evaluation criteria are used to evaluate the speech to inform.

Name _____

Time _____

Grade _____

SPEECH TO INFORM EVALUATION SHEET

INTRODUCTION

I. OPENING

II. OBJECTIVE OF SPEECH

III. OVERVIEW

BODY

IV. CLARIFY IMPORTANCE OF TOPIC

V. MAIN IDEA: INFORM THE AUDIENCE ABOUT YOUR TOPIC

VI. STATEMENT OF SOURCES

VII. SOURCES THE AUDIENCE CAN REFER TO

CONCLUSION

VIII. REVIEW

IX. RESTATEMENT OF OBJECTIVE

X. CLOSING

DELIVERY & ADAPTION TO AUDIENCE

VERBAL/NONVERBAL FACTORS

The evaluation process is clearly based on the DSSM Speech to Inform directives.

The Speech to Persuade/Actuate is a more complex process but it can still be taught using the DSSM. The following provides a Speech to Persuade/Actuate outline using the DSSM.

INTRODUCTION

I. OPENING (Good afternoon. My name is _____")

II. OBJECTIVE OF SPEECH ("The objective of my speech to actuate is to persuade you to _____")

III. OVERVIEW ("The main points I will cover in my speech to actuate are _____")

BODY

IV. STATEMENT OF PROBLEM (What is the problem which you are trying to persuade the audience to overcome? Why should the audience be interested in your topic?)

V. STATEMENT OF SOLUTION (What is the solution to the problem which you are trying to persuade the audience to adopt?)

VI. STATEMENT OF RATIONALE (Why is the intended solution the most logical answer to the problem?)

VII. STATEMENT OF IMPLEMENTATION (How can the intended solution be put into effect? What action does the audience need to take?)

CONCLUSION

VIII. REVIEW ("The main points I have covered in my speech to actuate are _____")

IX. RESTATEMENT OF OBJECTIVE ("The objective of my speech to actuate has been to persuade you to _____")

X. CLOSING

Steps I-III and VIII-X are the same but the body (Steps IV-VII) are significantly different. The body of this speech is more closely intertwined than is the Speech to Inform outline. This outline can be used as a base for questions/answers and clarification regarding the assignment.

The following Speech to Persuade/Actuate evaluation criteria are used to evaluate the speech to persuade/actuate.

Name _____

Time _____

Grade _____

SPEECH TO PERSUADE/ACTUATE EVALUATION SHEET

INTRODUCTION

I. OPENING

II. OBJECTIVE OF SPEECH

III. OVERVIEW

BODY

IV. STATEMENT OF PROBLEM

V. STATEMENT OF SOLUTION

VI. STATEMENT OF RATIONALE

VIII. STATEMENT OF IMPLEMENTATION

CONCLUSION

VIII. REVIEW

IX. RESTATEMENT OF OBJECTIVE

X. CLOSING

DELIVERY & ADAPTATION TO AUDIENCE

VERBAL/NONVERBAL FACTORS

ABILITY TO PERSUADE TO ACTION

The evaluation process is clearly based on the DSSM Speech to Persuade/Actuate directives. However, more evaluation emphasis is stressed on the speaker's ability to persuade to action since a primary objective of this speech is to motivate the audience to take action.

The DSSM has been modified several times since its inception five years ago. Changes have been based on student abilities to present speeches using this approach. The author has found the model to be beneficial as students know what is expected of them and they can develope their speeches in a variety of ways depending on their individual skills and interests. Thus, when used in conjunction with stated objectives and classroom discussion of primary considerations, the DSSM can be applied with students who have varied abilities, strengths, and weaknesses.

The author was a visiting professor at Northern Jiaotong University in Beijing, The People's Republic of China during the spring quarter (March-June) of 1987. Northern Jiaotong University, like many other schools in China, emphasizes technical education. The author taught english and public speaking during his stay. This teaching assignment provided an opportunity to test the effectiveness of the DSSM with students in a foreign culture. The author was particularly interested in using the DSSM in China as it allowed him to gauge the flexibility of the model.

The Chinese educational system does not emphasize creativity and independent thinking nearly as much as the American educational system. Thus, the DSSM could have been ineffective. However, the written survey, which is included in this paper, helped the author bridge the instructional gap between the Chinese and American educational

systems.

Concern with creativity is receiving more emphasis in the Chinese educational system as China continues to modernize and reform. "Since China is trying to modernize, the call for a new generation with both knowledge and originality is urgent."[15] Teachers in China "no longer press their pupils to do mechanical memorization . . . . they tell children how to use their own minds . . . ."[16]

The author surveyed student opinions and knowledge on public speaking issues, before explaining the speech assignment, to get a better understanding of their perspectives regarding speech preparation and delivery. The class surveyed was a freshman english class at Northern Jiaotong University in Beijing. Twenty-one students participated in the survey. The following is a summary of student responses to the survey.

SA- strongly agree A- agree N- neutral D- disagree SD- strongly disagree

	SA	A	N	D	SD
1. I feel my ability to speak english in front of a group of people is equal to my ability to understand english as a member of an audience.	10%	37%	19%	29%	5%
2. I am more nervous speaking english to a group of people than if I'm speaking english with one other person.		57%	10%	33%	
3. I have received instruction on how to prepare and deliver a speech in english.	10%	29%	19%	32%	10%
4. I have received instruction on how to prepare and deliver a speech.	5%	47%	19%	19%	10%
5. I know how to prepare a (formal) outline for a speech.		72%	14%	14%	
6. The purpose of a speech to inform is to persuade an audience to share your point of view and take some sort of action.	19%	47%	24%	10%	

For the purpose of this paper, the author is most concerned with questions four, five and six.

Question four asked if they had received instruction on the preparation and delivery of a speech. Fifty-two percent indicated they had and 29% indicated they had not (19% neutral).

Question five asked if they knew how to prepare a (formal) outline for a speech. Seventy-two percent indicated they could and 14% indicated they could not (14% neutral).

Question six asked if the purpose of the speech to inform was to persuade an audience to share your point of view and take some sort of action. Sixty-six percent of the students agreed with this statement and only ten percent disagreed (24% neutral). Question six posed a blatantly incorrect statement which only ten percent of the students answered correctly. The question was asked to measure their understanding of common American approaches to public speaking.

Based on the information gathered during the survey and his overall impression of their english speaking ability the author used the DSSM in a manner similar to applications in the U.S. The primary difference involved more lengthy explanations for each step of the process and what they needed to do to meet the speech objectives. This approach was especially developmental as it not only provided direction for effective speechmaking it also helped students develope their application of original ideas.

The Developmental Speech Sequence Model, as a teaching alternative, represents an approach that can have positive ramifications in other areas of instruction. Any areas of self expression and organization, such as speaking and writing, draw upon student abilities to organize their thoughts and present their ideas in a coherent manner. Directions for such objectives can be detailed, whether they be for speaking or writing, but not necessarily at the expense of creativity. The goal

of this model is to emphasize creativity within the common ground of detailed instruction.

Notes

[1]Roueche, J.E. and Wheeler, C.L. "Instructional Procedures for the Disadvantaged," Improving College and University Teaching, Summer, 1973, 21, p. 223.

[2]Cross, P.K. Accent on Learning. San Francisco: Jossey-Bass, 1976, p. 31.

[3]Boylan, H.R. Is Developmental Education Working? An Analysis of Research. A research report prepared for the National Association for Developmental Education (Spring, 1983) p. 5.

[4]Roueche, J.E. and Snow, J.J. Overcoming Learning Problems. San Francisco: Jossey-Bass, 1977, p. 18.

[5]Roueche and Snow, pp. 113-130.

[6]Roueche and Snow, p. 114.

[7]Roueche and Snow, pp. 117-118.

[8]Roueche and Snow, p. 120.

[9]Roueche and Snow, pp. 121-127.

[10]Boylan, p. 30.

[11]Boylan, p. 30.

[12]Boylan, p. 32.

[13]Boylan, p. 21.

[14]Roueche and Snow, p. 127.

[15]"Originality Vital to Students," China Daily (June 6, 1987) p. 4.

[16]Xing, L. "Teachers Try to Make Chinese Easier to Learn," China Daily (June 10, 1987) p. 5.